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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for seventh grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

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LANGUAGE ARTS

CURRICULUM GUIDE



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LANGUAGE ARTS
CURRICULUM GUIDE
STATE OF TENNESSEE



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FOREWORD

The Language Arts Curriculum Guide is designed to identify the minimum skills students should master at each grade level. Some of the skills included in this guide are skills which were previously covered by BSF Reading and are closely correlated with the revised BSF Reading. Since this correlation is so great, each of the language arts objectives is a very critical objective. Unlike the BSF Reading program, there are no mastery tests or individual student records required for language arts.

The guide is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn language arts skills and develop the ability to apply them in everyday life. Its use will enable students to understand and use effective oral and written communication, to think logically, critically, and creatively, and to apply these skills in other content areas.

Note: Although some of the terminal objectives have been revised, the intent of them remains the same and the framework will be changed in the next cycle.

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. **RULES, REGULATIONS, AND MINIMUM STANDARDS** of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.

The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum is organized into seven strands: Handwriting, Grammar and Mechanics, Spelling, Composition, Thinking and Organizational Skills, Listening Skills, and Oral Communication Skills. Terminal objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (language arts), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 431A1.04 is translated as follows:

4 = Grade 4
3 = Language Arts
1 = Strand - Handwriting
A1 = Terminal Objective
.04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

The language arts curriculum is designed to provide a scope and sequence for the teaching of language arts. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development and continuous program monitoring.

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LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 731A1.00 To understand the skills necessary to write legibly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 demonstrate correct handwriting procedure.	Handwriting procedure includes positioning paper properly, sitting correctly, and positioning the writing instrument. Paper position changes depending on whether cursive or manuscript writing is being performed. Adaptations should be made in accordance with handedness. Any student not demonstrating proficiency in this area should receive appropriate instruction to correct the difficulty.	applying applying	A. Have students copy paragraphs from a model. Assess each student's proficiency in cursive handwriting procedure. B. Have students complete writing assignments. Observe them while they write, and assess each student's proficiency in cursive handwriting procedure.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 731B1.00 To understand the relationship between personal handwriting style and correct letter formation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 demonstrate correct manuscript handwriting.	At this point, manuscript writing should be approached from a maintenance viewpoint. Students should be aware of the fact that manuscript writing is appropriate for certain tasks.	analyzing	A. Have students use manuscript handwriting to complete map work, art work, crossword puzzles, forms, etc.		
		applying, synthesizing	B. Have students write in manuscript slogans promoting their favorite candies. Assess each student's proficiency in manuscript handwriting.		
		synthesizing	C. Have students design menus for a restaurant and decorate them appropriately.		
1.02 demonstrate legible cursive handwriting.	To demonstrate correct cursive writing form, the students should be able to form letters, join words, position letters, use acceptable slant, and space letters and words correctly. Handwriting instruction can and should be integrated with other curriculum areas.	evaluating	A. Have students evaluate their own handwriting of assignments in other subject areas.		
		applying	B. Give students the opportunity to prepare overhead transparencies dealing with topics being studied. Have them use their best cursive styles.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 731B1.00 To understand the relationship between personal handwriting style and correct letter formation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.03 write in cursive with fluency and ease from dictation.	Writing from dictation requires integrating the process of listening with the process of production. It employs rules of spelling and capitalization, as well as correct letter formation. As students become more proficient, their writing will naturally increase in speed.	applying	A. Dictate a paragraph to the students using appropriate grade level words. Check the students' work to see if they have written the sentences correctly in cursive. Repeat this activity at intervals to allow students to increase their proficiency.		
		evaluating	B. Following Activity A, provide students with correct cursive copies of the paragraph, and ask them to determine if their words were written as dictated. Have them circle and correct any incorrectly formed letters or incorrect words.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 731C1.00 To understand the standards of legibility

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 assess cursive writing for legibility.	The legibility standards should focus on letter formation, letter and word spacing, and word and line placement. Students should demonstrate that they are applying those standards to their cursive writing.	evaluating analyzing	A. Provide students with a checklist of items which are important to the development of legible handwriting, and ask them to compare samples of their work to the checklist. B. Give students copies of a mimeographed set of instructions which are written illegibly and which have some words with deliberately misshaped letters which create confusion (such as far/for). Have the students try to follow the instructions. This activity will generate a discussion on the effects of illegible writing. The activity may be connected to work in another area, such as a math story problem, a poem, or map work.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 differentiate between complete and incomplete sentences.	A complete sentence is composed of a complete subject and a complete predicate.	comprehending	A. Give the students lists of sentence fragments and complete sentences. Have them label the fragments and rewrite as complete sentences.		
		evaluating	B. Write complete subjects on large strips of poster board or on large flash cards. Write complete predicates and incomplete predicates on other strips. Pass all of the strips out to students. Have two students at a time come to the front of the group and hold up their cards. Have the rest of the students indicate whether a complete sentence is formed. Proceed until all students have participated.		
		analyzing comparing	C. Use an overhead projector to show pairs of subjects and predicates. Have students indicate the pairs which form complete sentences.		
		evaluating	D. Have students write complete or incomplete sentences on strips of paper. Take up the strips, mix them up, and have each student draw one and tell whether it is complete or incomplete and why.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 use direct objects.	A direct object is the noun or pronoun which receives the action of the verb. At this level, students have been introduced to the direct object but may not have mastered the concept. Instruction and review will be necessary.	synthesizing synthesizing	A. Have each student write a paragraph explaining how to play a particular game and underline all direct objects in the paragraph. B. Have students write sentences centering on what happens to a ball during a game (baseball, football, basketball), using the ball as the direct object.	L.A. 734A1	
1.03 recognize indirect objects.	An indirect object is a noun or pronoun that answers "to whom or what" or "for whom or what" the action is done	comprehending applying	A. Give the first student in a row an object such as a coin. Say, "I am giving YOU a coin." Ask another student, "What did I give HIM?" Get the response, "You gave HIM a coin." Say to the first student, "Give MARY (any student's name) the coin." As the student passes the coin, have that student begin the same progression of questions. Continue the activity, changing objects from time to time, until all students recognize the use of the indirect objects in the sentences. B. Give students a list of verbs such as "give, show, list, bring," and have them use the verbs in sentences with indirect objects.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732A1.00 To understand elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 recognize subject complements.	Subject complements include the predicate noun, predicate pronoun, and predicate adjective. A subject complement completes (complements) the subject and is placed after a linking verb. See also Instructional Objective 732B1.08	analyzing demonstrating knowledge	A. Have students analyze sentences containing linking verbs and identify the subject complements. B. Have students practice question/answer drills which require the use of personal pronouns in the predicate. Example: Who is it? It is I.		
1.05 distinguish between independent and dependent clauses.	A clause is a group of words which contains a subject and a predicate and which forms part of a sentence. An independent clause makes sense alone while a subordinate clause or dependent clause does not. Coordinating conjunctions (and, but, or, nor, for) can join independent clauses to form compound sentences. Subordinating conjunctions (before, until, because, etc.) introduce subordinate, or dependent, clauses. Relative pronouns (who, which, that, etc.) also introduce dependent clauses.	comprehending, analyzing comprehending, analyzing comprehending, analyzing	A. Have students combine sets of simple sentences by using coordinating conjunctions. Have them label the clauses in the resulting sentences (all will be independent). Point out that these are compound sentences. B. Have students combine sets of simple sentences by using subordinating conjunctions or relative pronouns. Have them label the clauses of the resulting sentences as independent or dependent. C. Give students cards which contain simple sentences. Have them find other students whose sentences would logically combine with their own. Have the students combine the sentences in any way that makes sense and label the clauses of the resulting sentences.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732A1.00 To understand elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.06 recognize complex sentences.	A complex sentence contains one or more dependent, or subordinate, clauses and at least one independent clause. Students must review simple and compound sentences before learning complex sentences.	comprehending, applying	A. Give students a list of dependent clauses such as "when he arrived." Write a simple sentence on the chalkboard, and have students compose complex sentences by using the dependent clauses with the sentence on the board.		
		demonstrating knowledge	B. Have students analyze the lyrics of songs such as "She'll be coming around the mountain when she comes" to find complex sentences.		
		comprehending, applying, analyzing	C. Have each student create two sentences which are to be combined and write them on the front of a 3 X 5 card with one possible combination on the back. Have students exchange cards, write their own combinations, and then compare their combinations with the ones on the backs of the cards. Have students repeat the process several times by exchanging the cards with different students. As a final step, have students determine which of their combinations are complex sentences.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732A1.00 To understand elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 analyze sentence structure.	Analyzing sentence structure requires the student to separate the parts of a sentence and find the clauses, phrases, subjects, predicates, and modifiers.	analyzing	A. Have students diagram simple, compound, and complex sentences.		
		analyzing	B. Have students, underline, circle, or otherwise indicate parts of sentences and label what they are.		
		analyzing	C. Have students break compound sentences down into two or more simple sentences.		
		analyzing	D. Have students analyze paragraphs from reading assignments to find particular structures, such as all dependent clauses or all prepositional phrases, or to label the type of each sentence.		
1.08 analyze paragraphs to find run-on sentences.	A run-on sentence occurs when two independent clauses are run together without proper punctuation. Some textbooks also refer to sentences which should be separate but are run together with no end punctuation or by commas (sometimes called a "comma splice") as run-on sentences.	analyzing	A. Give students selections to examine to find run-on sentences. Have them identify the run-on sentences and rewrite the selections correctly.		
		analyzing	B. Have students examine any written compositions to find run-on sentences, and have them make necessary corrections.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 distinguish between common and proper nouns.	A common noun is the name of a person, place, or thing. A proper noun is the name of a specific person, place, or thing.	demonstrating knowledge	A. Have students identify famous people, places, and things by using both common and proper nouns. Example: king, Charles II.		
		demonstrating knowledge	B. Have students play a game similar to "Password" in which pairs of students or teams compete. A student or team of students tries to guess the common noun when given a proper noun as a clue. Example: clue - John Glenn, answer - astronaut.		
1.02 distinguish between concrete and abstract nouns.	A concrete noun names something which can be seen, heard, tasted, touched, or smelled. An abstract noun cannot be experienced by the five senses. Point out that one cannot draw a picture of an abstract noun, but one can symbolize or represent it. For example: You cannot draw a picture of love, but you can draw a heart to represent it.	comprehending	A. Have students list as many abstract nouns as possible and explain why they are abstract.		
		comprehending	B. Have students draw illustrations or representations of nouns and distinguish them as concrete or abstract.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will:				
1.03 classify nouns as specific or generic.	A generic term is a general term that refers to all examples of a particular item. A specific noun names a particular item. Example: fish (generic) trout (specific).	demonstrating knowledge comprehending	A. Give students pairs of words, and ask them to classify each noun as generic or specific. B. Have students compile lists of their own examples of generic and specific nouns.	
1.04 use possessive forms of nouns.	A singular noun can show possession or ownership by adding an apostrophe and an "s." Plural nouns usually add only an apostrophe to show possession. If the plural form does not end in "s," the possessive is formed by adding an apostrophe and an "s." Give attention to avoiding the confusion of plural forms and possessive forms.	comprehending synthesizing applying	A. Have students rewrite simple sentences to show possessive forms of both singular and plural nouns. Example: "Jack bought a new bike. The new bike is Jack's." B. Have students write short descriptions of their neighborhoods. Have them use possessive nouns. Examples: Mike's dog, neighbors' driveway. C. Have students draw from a grab bag prizes or slips of paper with imaginary prizes named on them. Have them write sentences telling about the prizes people received. Each sentence should include a possessive noun. Example: John's prize is a trip to Europe.	

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will 1.05 recognize collective nouns.	A collective noun is a singular word which refers to a group made up of individual members such as crew, family, team, and class.	demonstrating knowledge	A. Have groups of students compete to see which group can find the most collective nouns on a page of the newspaper or in a single article. A good page to use is the sports page.		
		applying	B. Have students bring pictures which represent collective nouns and make statements about the pictures. Example: "This team wears red and white."		
		comprehending	C. Pass out to students pictures of individuals who form part of a group such as cheerleaders or rock musicians. Have students find people with pictures of other members of their group and decide what the collective noun for their group is.		
1.06 form the plural of nouns.	The plural form of most nouns is formed by adding -(e)s. Some nouns, such as baby and city, require a change of spelling before adding -es. Some nouns make an internal change to form the plural, as in "tooth/teeth," and some nouns, such as deer, do not change form in the plural.	comprehending	A. Have students list the common nouns found in a paragraph from a story they have read and change each one to the plural form.		
		demonstrating knowledge	B. Hold a spelling bee, but have the students spell the plural forms of nouns when they are given the singular forms.		
		comprehending	C. Have students list additional examples for each rule for pluralization which is given in their text.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732B1.00 To understand parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 distinguish types of pronouns.	All types of pronouns except relative pronouns have been introduced at this point. A pre-test to determine student readiness is recommended. This objective should be taught in small segments and reviewed periodically.	analyzing comprehending	A. Have students analyze paragraphs from reading assignments to identify examples of a particular type of pronoun. B. Have students find examples of different types of pronouns in newspaper and magazine ads and headlines. Have them make a bulletin board or collage with their findings.		
1.08 identify relative pronouns.	A relative pronoun introduces an adjective or noun clause in a sentence. Examples of relative pronouns are "who," "whom," "which," and "that."	demonstrating knowledge demonstrating knowledge	A. Have students circle the relative pronouns in sentences provided by the teacher. B. Give students a list of sentences which contain both relative pronouns and interrogative pronouns, and have them find the relative pronouns.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732B1.00 To understand parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.09 identify the antecedents of pronouns.	The antecedent is the word for which a pronoun is used. Problems of usage occur when students do not recognize the correct antecedent of a pronoun.	analyzing analyzing, applying	A. Have students analyze writing samples or reading selections and draw an arrow from each pronoun to its antecedent. B. Have students rewrite a paragraph which contains only pronouns (no nouns). Have them leave out some of the pronouns and supply antecedents so that the paragraph makes sense.		
1.10 use pronouns correctly.	Students at this level should have been introduced to all types of pronouns. Personal and possessive pronouns require special attention. Problems in usage such as agreement, case, and number should be addressed.	applying applying applying	A. Have students write sentences about what life would be like on the moon. Have them use at least one personal pronoun in each sentence. B. Have students write paragraphs comparing their classroom to those of their friends. The paragraphs should contain a set number of possessive nouns and pronouns. C. Have students pretend they could have three wishes each, one for themselves and two for friends. Have them write about their wishes using reflexive and intensive pronouns. D. Have students role play interviews with famous people. Have them make their questions ahead of time using interrogative pronouns.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will: 1.11 distinguish between transitive and intransitive verbs.	An action verb followed by a direct object is a transitive verb. An intransitive verb does not have a direct object.	demonstrating knowledge	A. Have students construct sentences using verbs from a given list and then identify the verbs in each sentence as transitive or intransitive.	
		demonstrating knowledge	B. Use the sentence parts from Instructional Objective 732A1.01, Activity C, and have students use the parts to form sentences. Have the rest of the class indicate whether the predicates contain transitive or intransitive verbs.	
		applying	C. Show or project for students a picture of a flower garden or a vegetable market, and have the students create sentences using verbs like "look," "feel," "taste," and "smell." Some of the sentences must be transitive and some intransitive. Examples: The woman smells the flowers. (transitive) The flowers smell wonderful. (intransitive)	
		applying	D. Have students use lists of verbs and write two sentences for each verb. The verb in one sentence should be transitive and in the other, intransitive.	

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732B1.00 To understand parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.12 determine tense in verbs.	A verb changes in form and/or uses helping verbs to express time. The different forms which show time are called tenses. Students should recognize and use the present, future, past, present perfect, and past perfect tenses.	demonstrating knowledge	A. Have students identify the tenses of verbs contained in a portion of a reading selection.		
		comprehending	B. Have students change verb forms from one tense to another.		
		comprehending	C. Have students make posters showing the five tenses of given verbs.		
1.13 use verb forms correctly.	The principal parts of verbs (present, past, and past participle) and the present participle (-ing form) should be learned. Special emphasis should be given to hearing and using the correct forms of irregular verbs and verbs which are often used incorrectly.	demonstrating knowledge	A. Have students listen to younger children talking and bring to class examples of the kinds of mistakes they make, such as "we fighted," for class discussion.		
		demonstrating knowledge	B. Have students compile a class list of the verb forms which they most often hear used incorrectly.		
		applying	C. Have students create verbs (such as "marp"), list the principal parts (marp, marped, marping), and write stories which contain the verb used in several forms. Have them share the results with the class. Example: "As Mary was marping the other day...."		
		synthesizing	D. Project or show pictures for the students to describe. The descriptions should contain several tense forms of both regular and irregular verbs.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.14 solve problems of agreement.	Problems of agreement involve subject/verb and pronoun/antecedent agreement.	demonstrating knowledge	A. Have students complete various multiple choice exercises in which they must recognize the correct forms.		
		analyzing	B. Project a paragraph from a story or provide students with individual copies, and have them identify all pronouns and antecedents.		
		comprehending	C. Provide students with copies of paragraphs containing errors in agreement and have them correct the errors.		
		synthesizing	D. Have students find sentences in newspapers, magazines, or books which contain the kinds of constructions which cause problems in agreement (indefinite pronouns, compound subjects, prepositional phrase separating subject and verb, etc.).		
1.15 use adverbs.	An adverb answers "when," "where," "how," "how often," or "to what extent." An adverb may modify a verb, an adjective, or another adverb.	applying	A. Have students use a given set of adverbs in sentences and then write sentences using the same adverbs in the comparative and superlative forms.		
		applying	B. Have students bring pictures from publications or illustrations showing actions. Have them write sentences about the pictures using adverbs. A class bulletin board or notebook could be compiled.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.16 use adjective forms correctly.	The use of predicate adjectives, adjectives of comparison, possessive pronouns used as adjectives, and demonstrative adjectives should be included.	demonstrating knowledge	A. Have students list adjectives which describe colorful posters or projected scenes. Have them exchange papers and choose the most vivid adjectives from the papers to read aloud.		
		applying	B. Have students use the adjectives from activity A as predicate adjectives in complete sentences written about the poster or scene.		
		synthesizing	C. Provide students with something to taste (a peppermint, a lemon drop, an orange), and have them write paragraphs telling how it looks, tastes, feels, smells, and sounds. Have them identify the predicate adjectives they have used.		
		comprehending	D. Have students make or cut from magazines illustrations of an adjective, its comparative form, and its superlative form. Example: pretty, prettier, prettiest.		
		synthesizing	E. Have students write paragraphs on a topic such as "teams." Have them use as many possessive pronouns as possible.		
		synthesizing	F. Have students find sentences containing demonstrative adjectives in instructions or directions and then write similar sentences.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.17 use prepositional phrases.	A preposition is a word that relates a noun or pronoun to another word or group of words in a sentence. A prepositional phrase is composed of the preposition, the object(s), and modifiers of the object(s).	comprehending	A. Have students write sentences using prepositions from a list provided by the teacher. Examples: 1. (above) He hung his coat above the door. 2. (by) By noontime they were hungry. 3. (in) She was in time for class. 4. (for) The phone call was for me. 5. (with) I'm going with mother.		
		applying	B. Project or show a series of sketches showing objects in different spatial arrangements. Have the students write sentences about the pictures and identify the prepositional phrases in their sentences.		
1.18 use conjunctions correctly in sentences.	Conjunctions join other words or groups of words. A coordinating conjunction joins words, phrases, or clauses that are equal. Subordinating conjunctions join two clauses, one of which is dependent on the other.	applying	A. Give students a paragraph made up of short, choppy sentences. Have them rewrite the paragraph, using conjunctions to combine sentences.		
		synthesizing	B. Provide students with an opening such as "An apple a day keeps the doctor away..." and have them complete the opening using a variety of independent and dependent clauses connected by conjunctions. Example: "An apple a day keeps the doctor away because apples are healthy to eat."		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will: 1.01 follow rules for capitalization.	Capitalization of words gives emphasis and stresses their importance. Standard rules for capitalization found in the basal text or reference work should be used. Place emphasis on the pronoun "I," proper nouns and adjectives, first words, and titles. Instruction should include avoidance of capitalizing directions.	evaluating	A. Have students work in groups to research and develop a list of rules to be used in capitalization. Let the groups compile the lists to form a class list to be distributed to all class members. The students can use this list to evaluate their written work.	
		demonstrating knowledge	B. Have a "capitalization bee" conducted like a spelling bee. Present names, titles, and other words to each team alternately, and ask whether the words should be capitalized. Use the words in sentences if necessary.	
		analyzing	C. Have students analyze all capitalization and list every proper noun found on the front page of a newspaper. Teams can compete to see which team can find the most examples.	

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 732D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 demonstrate standard punctuation.	Rules found in the adopted text should be used. Include the use of commas, apostrophes, semicolons, quotation marks, and colons as well as punctuation at the end of a sentence.	demonstrating knowledge	A. Have students search for particular marks of punctuation in newspaper articles.		
		analyzing, applying	B. Read passages of dialogue as dictation exercises. Have students exchange papers to correct the punctuation.		
		analyzing, applying	C. Provide students with complete letters without punctuation, and have them add punctuation.		
		analyzing, demonstrating knowledge	D. Give students multiple choice exercises in which they are to identify the correctly punctuated items.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 733A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 use the sound/symbol relationship to spell words.	At this level most students have internalized the relationship between sounds and symbols and can use this knowledge to spell words they have never seen	analyzing, evaluating applying	A. Have students work in pairs to give a spelling pretest to each other. Then have them proofread for errors. B. Dictate new spelling words to students. Have them apply sound/symbol relationships to spell the words.		
1.02 use syllabication as an aid in spelling.	The ability to break words down into syllables is an aid in learning to spell and read. Each syllable in a word has one vowel sound. Students should be aware of common diphthong spellings and should continue their sight reading knowledge with a knowledge of syllabication to spell and/or read new words. Relate this objective to Instructional Objective 733D1.06	applying applying	A. Have students apply syllabication to pronounce new words. B. Have students apply syllabication to spell words they have not seen.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 733B1.00 To understand and spell correctly appropriate grade level words

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 spell seventh grade level words.	Visual and auditory memory as well as decoding skills are necessary for success in spelling. Teachers should follow the program outlined in the basal speller used in individual systems, but many new words from other subject areas can be integrated into the program at this level. Students should learn and apply basic spelling rules. Commonly misspelled words require special attention.	demonstrating knowledge demonstrating knowledge demonstrating knowledge	A. Have students keep notebooks of difficult words. Set up a bulletin board on which students can display words which give problems as they are mastered. B. Give students pairs of words from which to choose the one spelled correctly. C. Have students find misspelled words in a list containing both correct and incorrect words. Have groups of students compete to see which group can find all the misspelled words first.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 733C1.00 To understand the roles of study steps and proofreading in spelling

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LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 733D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 use prefixes to form words.	A prefix is a syllable or syllables added to the beginning of a word to form a new word. The prefix changes the meaning of the original word.	applying	A. Give students a list of prefixes and a list of base words. Have students form new words.	BSF Reading 72203	
		analyzing	B. Have students use the prefix meanings to determine the meanings of the words.		
		synthesizing	C. Have students use the words from Activity A in sentences. Ask them to proofread for spelling errors.		
		applying	D. Make large cards containing either prefixes or base words. Give them to students, and have pairs of students stand, one holding a prefix and one holding a base word, and form a word. Continue until all students have participated at least once. See how many different words can be formed.		
		applying	E. Divide the class into teams. Call out a base word, and have one member from each team designated to respond. The first to respond with a new word based on the word given wins a point for the team. Example: continue - discontinue.		

STANDARD: Spelling

TERMINAL OBJECTIVE: 733D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 use suffixes to form words.	A suffix is a letter or letters added to the end of a base word or word root. Specific instruction can be found in basal spellers. It is recommended that the suffixes be taught separately.	identifying synthesizing applying	A. Give students copies of a paragraph from the newspaper or a magazine. Have them circle all the suffixes. B. Have students use base words and suffixes to form new words. Ask them to write those words in sentences. C. Use Instructional Objective 733D1.01, activities D and E, and repeat the activities using suffixes.	BSF Reading 72203 BSF Reading 72203	
1.03 formulate new words from base words and roots.	A base word can stand alone while a word root can be a word or word part. Both base words and roots are the core parts of words to which other word parts may be attached. The two terms are often confused. Give special attention to changes in spelling which sometimes occur when a prefix or suffix is added.	synthesizing applying	A. Give students a list of base words and ask them to create new words by adding prefixes and/or suffixes to the base words. B. Repeat Instructional Objective 733D1.01, activities D and E, using both prefixes and suffixes. Add word roots as well as base words.	BSF Reading 72203	
1.04 form contractions.	A contraction is a shortened form of two words. An apostrophe is inserted where a letter or letters have been omitted.	demonstrating knowledge applying	A. Have students list all the contractions they can remember and check their spelling. B. Have students write a friendly letter containing contractions.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 733D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will: 1.05 use contextual aids in spelling.	Contextual aids including word elements (prefixes, suffixes), experience clues, familiar expression, substitute words, and pictures/diagrams/charts can be used to determine the meaning of words in spelling. Contextual clues must be used to derive correct homophone spellings such as red-read, sum-some, etc. The use of contextual aids to determine word meanings and correct spelling should be stressed as a continuous skill.	analyzing applying	A. Read students sentences which include homonyms. Have students spell the homonyms correctly, deriving the word choice from the context of the sentences.	BSF Reading 72106
		analyzing, applying	B. Give students pairs of sentences containing blanks which must be filled with homonyms. Example: Use your time. Don't (waste) it. A belt goes around your (waist).	BSF Reading 72106
		synthesizing, analyzing	C. Have students prepare puzzles or quizzes which are answered with homonyms or easily confused words. Have them exchange and complete the puzzles or quizzes.	
1.06 use the dictionary as a spelling aid.	The dictionary is a useful aid to good spelling. The dictionary is particularly helpful in checking the spelling of words which are frequently mispronounced. Students should begin by looking for the words according to the initial sounds and proceed to variant spellings until the word is located. The use of guide words should be emphasized.	applying	A. Call new words aloud for students to spell, and have them check their spelling using dictionaries.	BSF Reading 72302
		applying	B. Give students a "Find-a-Word" game containing new words. Call out the words, and let individuals, pairs, or groups search for the words, using dictionaries when necessary. A variation of the game is to project an overhead transparency of the game and call out individual words. The first student to find each word in both the dictionary and the puzzle wins a point.	BSF Reading 72302

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 733D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 spell compound words.	Compound words are formed by combining two words into one. Example: chopsticks.	applying	A. Give students lists of simple words to be combined into compound words. Have them form as many new words as possible.	BSF Reading 72203	
		demonstrating knowledge	B. Give students a word, and have them list compound words which contain the word. Groups or teams may wish to compete.	BSF Reading 72203	
1.08 spell possessive forms correctly.	See Instructional Objective 732B1.04	applying	A. After students complete each activity of Instructional Objective 732B1.04, have them check for the correct spelling of the possessive forms they have used.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 734A1.00 To understand the elements which make sentences effective in conveying meaning

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 write complete sentences of varied types.	Sentence types include declarative, interrogative, exclamatory, and imperative.	comprehending	A. Have students write statements about historical events, perhaps in connection with a social studies assignment.		
		analyzing	B. Have students write sets of questions about a project such as music or computers or as preparation for an imaginary interview with a famous person.	L.A. 735A1	
		demonstrating knowledge	C. Have students write sentences describing the actions at a championship ball game.		
		analyzing	D. Have students write sets of instructions for playing games.	L.A. 735A1	
1.02 expand sentences.	Adjectives, adverbs, and prepositional phrases may be used to make sentences more expressive and vivid. See Instructional Objectives 732B1.15, 732B1.16, and 732B1.17.	applying	A. Put very simple sentences on the board, and have students expand the sentences. Have students compare their expanded sentences with one another.		
		applying	B. Have groups of students play sentence volleyball. Use regular volleyball rules, but have the students "volley" a sentence back and forth, expanding it each time for as long as possible.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 734A1.00 To understand the elements which make sentences effective in conveying meaning

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.03 write sentences using varied structures.	Effective and interesting writing relies on variety in expression. Sentence length, types of sentences, and sentence beginnings should be varied. Students should use both compound and complex sentences in writing.	applying	A. Have students rewrite paragraphs, either their own or teacher provided, to create sentence variety.		
		synthesizing	B. Have groups of students describe pictures, competing to see who can make the most varied sentences.		
		synthesizing	C. Have students write five pairs of sentences about an earthquake. Have them exchange with other students and combine the pairs written by the other students into compound sentences.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 734B1.00 To understand the process involved in paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 develop improved paragraphs by revising the parts.	A paragraph at this level can be a single unit and/or a unit which is part of a larger work. The emphasis of this objective is not upon learning the parts of a paragraph, but upon examining those parts in order to develop better paragraph composition.	evaluating, synthesizing	A. Give students paragraphs which are underdeveloped. Have them examine the paragraphs and insert detail sentences where needed to develop the paragraphs.		
		evaluating	B. Give students paragraphs to evaluate according to a checklist of guidelines for a good paragraph. The checklist should include such items as a good topic sentence, enough specific details, examples, and/or reasons, use of transitions, an effective conclusion, good punctuation, and standard usage.		
1.02 choose patterns of organization for paragraphs.	The order of supporting detail in a paragraph should fit the purpose of the paragraph. Methods of organization may include: spatial order (describing a scene from one's physical position as the scene is visually perceived), time order (organizing details according to the time they happen, as in first to last), sequential order (arranging details as they would naturally follow, step by step), and climactic order (organizing in such a way as to build interest).	applying, comprehending	A. Give students examples of paragraphs, and have them label the patterns of organization.		
		analyzing, evaluating	B. Have students decide why the patterns in Activity A were used.		
		analyzing, evaluating	C. Give groups of students suggested topics, and have them decide which patterns of organization would be best. Compare the group results.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 734C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will: 1.01 write and evaluate paragraphs.	Good paragraphs should contain a central idea, stated in a topic sentence, and supporting details. Materials not pertinent to the central idea should be omitted. Students should write descriptive and narrative paragraphs.	synthesizing, evaluating	A. Have students write descriptive paragraphs about one of the following: 1. best friend 2. favorite place 3. favorite food. Have students evaluate their paragraphs using the checklist used in Instructional Objective 734B1.01, Activity B.	BSF Reading 72132
		synthesizing, evaluating	B. Have students write: 1. A factual narrative about a historical event. 2. A fictional narrative about a day they spent with famous persons of their choice - past or present. Have them evaluate the paragraph using the checklist used in Instructional Objective 734B1.01, Activity B.	
		analyzing, evaluating	C. Have students analyze their own and other students' paragraphs to find irrelevant information.	

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 734C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.02 compose a poem.	Rhythm, rhyme, alliteration, (repeating sounds - "the mournful, mystic marcher") onomatopoeia, (imitating sounds - "clomp," "burr," "pow") personification, (giving human qualities - "The sun smiles down.") similes, (comparing with "like," or "as" - "She runs like a top.") and metaphors (comparing without "like" or "as" - She is a real angel.") are poetic devices and figures of speech which should be employed.	synthesizing	A. Read students a poem which uses the element of alliteration. Discuss that particular element of poetry as a class. Based upon the introduction given, have students attempt their own examples of alliteration in poetry.	BSF Reading 72403 72405 72406	
		synthesizing	B. Activity A can be modified for rhythm, rhyme, and onomatopoeia.		
		synthesizing	C. Have students write four-line poems about something in nature, ending the poem with words they particularly like, such as "magnificent."		
		synthesizing	D. Have students write poems which describe a trip through the parts of a day, a year, a season, a school day, or a week, giving the feelings which are experienced at each stage of the trip. For example, students may progress from feelings of depression on Monday to feelings of excitement on Friday.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 734C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.03 write dialogue.	Dialogue is written conversation which is denoted through the use of quotation marks. For exact instruction and rules of punctuation refer to the basal English book.	applying	A. Give students written dialogue in which all punctuation has been omitted. After a discussion of the rules of punctuation as they apply to dialogue, have students insert punctuation as needed.	L.A. 732C1, 732D1	
		synthesizing	B. Have students write dialogue for one of the following: 1. Abraham Lincoln talking to his son about honesty. 2. Rachel Jackson talking to Andrew before he left for the Battle of New Orleans. 3. Two Cherokee Indians talking as they walk the Trail of Tears.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 734D1.00 To understand the contribution of creative thinking to writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 formulate ideas.	The emphasis in this objective is on the prewriting stage of composition. Ideas for written composition may be original or gathered from other sources. Brainstorming, freeform writing, imagining, questioning, talking with others, and reading are some ways of forming and developing ideas for writing. The ideas that are formulated can then be organized in written form for composition activities.	creating creating analyzing	A. Give students a topic to brainstorm. Have them write down as many ideas as they can think of about the topic in a reasonable amount of time. B. Have students write a freeform flow-of-ideas for a specified amount of time. This freeform writing can be on any topic. C. Provide the students with resource material (this can be a library activity). Have them peruse the material for a specified amount of time in order to gather ideas for writing.	L.A. 735B1	
1.02 compose a short story.	The basic elements of a short story include the setting, plot, and character(s). The idea of conflict may be presented at this level. Instruction in the basal English book should be followed for short story composition. Allow students to complete this assignment as a creative effort. Use correction judiciously and sparingly.	identifying synthesizing synthesizing	A. Show students a picture of a scene which includes at least one person, and have them write a plan for a story based on that person as the main character. B. Have students use the plan they have prepared to write their story. C. Have students write mysteries which they read to the class up to the points of climax. Have the students complete the stories the next day.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 734E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 write letters.	A letter is a way to communicate to others. Students at this grade level have already been introduced to thank-you notes, friendly letters, and business letters. The emphasis of this objective is not only upon the inclusion of all parts of a letter but upon writing effective letters.	synthesizing, evaluating	A. Have students write a "thank-you" letter to someone, expressing thanks for a school, community or personal event. Have them examine the parts of the letter for errors and possible revision.		
		synthesizing, evaluating	B. Have students write a friendly letter to one of the following: 1. a personal friend 2. a sports hero 3. a music star 4. a television star. Have students examine the parts of the letter for errors and possible revision.		
		synthesizing	C. Have students write a business letter requesting information from a local business or a government agency.		
1.02 address envelopes.	An envelope is a means of sending communication. The return address, mailing address, and the stamp are the parts of an addressed envelope. Refer to the adopted text or other authority for instruction and placement of envelope parts.	applying	A. Give students blank envelopes to address. Have them examine the envelope for errors.		
		applying	B. Have students address an envelope for their "thank you" letter in Activity 1.01A.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 734E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 write directions.	Students have been reading, listening to and following directions throughout the grades. The emphasis at this grade level is to help students write clear directions.	analyzing	A. Give students a set of directions that are not easy to follow. Have students examine the directions and discuss the strengths and weaknesses of the set of directions.		
		analyzing	B. Have students write directions for any activity they choose. Have them work in small groups to share their directions. Have students ask each other questions when necessary.		
1.04 use note-taking skills.	Students should take notes to summarize information in their own words. Notes do not have to be in complete sentences. Note-taking is used in the gathering of information for a report or project. Students should also take notes as a means of collecting ideas before they write compositions.	applying synthesizing	A. Have students read a short selection about any current topic of study. Have them take notes on the selection in their own words. This activity can be used as a part of the prewriting stage of a report.		
		applying synthesizing	B. Give students a topic to brainstorm. Have them jot down notes about the topic. These notes can be used as a part of the prewriting stage of a composition.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 734E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will: 1.05 construct an outline.	An outline is a way to organize ideas. Main topics are designated with roman numerals, and subtopics are designated with capital letters. For exact outline placement, refer to the basal text. Students have previously been introduced to outlines. At this grade level students will use outline form as an organizational tool.	applying, analyzing	A. Give students topics and subtopics to arrange in outline form. Have students use a model to check their work.	
		applying, synthesizing	B. Have students pick a topic being studied in another class and write notes about the topic from resource material. Then have them put the notes in outline form. Have students use a model to check outline form.	
1.06 write a report.	A report consists of information gathered about a topic. The information is based on facts found through research and is told in the student's own words. Students should follow these directions: 1. Select a topic. 2. Gather information. 3. Make an outline. 4. Write a rough draft. 5. Edit and make corrections. 6. Rewrite. 7. Make appropriate illustrations, charts, graphs, and a cover.	synthesizing	A. Give students a topic in a subject area such as science, social studies, or health. Provide them with sources, and ask them to take notes on the topic. Have students put the notes in outline form. Using the notes and the outline, have students proceed with the writing of a report about the topic.	BSF Reading 72305
		synthesizing	B. Have students follow the steps outlined in Content and complete a report on an assigned topic.	BSF Reading 72305

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Writing

GOAL: 73000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 734F1.00 To understand revision and proofreading skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 proofread and revise writing.	The final phase of any writing task is checking for errors. The writer will proofread for omitted words, legibility of handwriting, punctuation, capitalization, spelling, and paragraph indentation. A writing project can always be improved by revising it for better word choice. Revision is included in the final phase of writing. Editing procedures are left to the discretion of the teacher.	synthesizing, evaluating, analyzing synthesizing, evaluating, analyzing	A. Have the students evaluate any written composition using the checklist in the Content. B. Have the students exchange papers and evaluate their peer's composition using the checklist in the Content.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 make objective observations.	A skilled observation is different from a casual look at something. The ability to describe what one sees in an objective manner and to decide what is relevant to the observation is necessary in many fields of study. Skilled observations are used in science as a part of the fact-finding and experimentation processes. Writers make skilled observations when they gather information about which they will write. Individuals in the area of social studies must be able to record events in an objective manner. Observations are used in making measurements in math and science. Emphasize that things are not always as they seem to be. This skill helps students learn not to jump to false conclusions.	applying, observing applying, observing	A. Have students describe a picture which contains both setting and action. Have them write five observations about the picture. Have students check their observations for objectivity. Example: A student may have said "A boy is walking with his dog." when there is no evidence that the dog is his. B. Have students observe and describe a science experiment.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.02 ask questions to gather information.	One of the key elements in teaching students to think critically is to teach them to ask questions. Students should learn to ask questions which not only elicit information, but also clarify and evaluate information. Examples: On what evidence is a certain statement based? Does a speaker intend his words to be taken literally?	applying, analyzing	A. Have students select persons to interview in the school or community. Based on a knowledge of the persons, have students write questions on which to base the interview.		
		applying, analyzing	B. Have students select topics they would like to research. Before doing any investigation, have students compile a list of questions to be answered by their research.	BSF Reading 72312	
		analyzing	C. Have students view a video tape of a news documentary and formulate questions about parts which did not make sense or about points which they would like to pursue further.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.03 make comparisons and contrasts.	Students are learning to consider a variety of characteristics upon which they make increasingly abstract comparisons and contrasts. To compare and contrast, students will have to be familiar with the elements being related to each other. In language arts, they will be asked to compare and contrast the characteristics of people and characters. They should work to improve their abilities to form analogies. They should be able to use similes and metaphors and the comparative and superlative forms of adjectives and adverbs. They will compare and contrast situations in social studies and life forms and processes in science and will use ratios in math. Students should consider how they can compare and contrast in their studies and personal lives. They may find it helpful to discuss the steps they use in this process.	analyzing	A. Have students compare and contrast life in the Soviet Union with life in the United States.	S. S. 742C1	
		analyzing	B. Have students compare and contrast the three geographic regions of Tennessee.	S. S. 74CA1 S. S. 74AA2	
		analyzing	C. Have students compare and contrast characters from reading selections with people the students know.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.04 distinguish between fact and opinion.	A fact is a statement about something that is real, something that has happened. A fact can be proven. An opinion is the thought or feeling an individual has about an occurrence, situation, or condition. As a part of instruction, students should consider how they can apply their knowledge of facts and opinions to their studies and personal lives. They may find it helpful to discuss the steps they follow in this manner of thinking. In language arts, students will be asked to distinguish between fact and opinion and fact and fantasy (see BSF Reading 72127). In social studies and science they will have to differentiate their opinions from the facts.	analyzing, synthesizing comprehending, analyzing	A. Have students choose a book and read it for pleasure. Have them write several facts and opinions about the book. B. Give students an editorial page from a newspaper or magazine. Have them work in groups to identify facts and opinions in an editorial. Any facts pertinent to the article should be explained to the class prior to this activity.	BSF Reading 72127 BSF Reading 72127	

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.05 recognize propaganda techniques.	Propaganda techniques include, but are not limited to, loaded words, name-calling, testimonials, and snob appeal. Loaded words are those which promote strong feelings, as in "Bring love back into your life; use Star toothpaste." Name-calling involves using terms that promote negative feelings or belittle, as in "Mayor Jones is little more than a con man." Testimonials are statements made by people telling what ideas or products have done for them. Snob appeal associates an idea or product with a desirable group. Advertisements done by well-known actors or athletes are often examples of both testimonial and snob appeal.	analyzing, synthesizing analyzing	A. Have students select a type of propaganda technique and create an imaginary product and advertisement which exemplifies the type. B. Have students cite examples of propaganda techniques in advertisements they see or hear.	BSF Reading 72132	

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.06 exhibit problem solving skills.	When people solve problems, they select strategies they hope will result in the desired solution. The strategies include these basic steps: identifying a topic, planning to collect the data, gathering the information, organizing and analyzing the information, summarizing the information, and developing a new or personal perspective. Students may need some guidance with this strategy, but they should be directed in such a way that they can learn to follow the steps independently. They should consider how they can use this strategy in their studies and personal lives. They should use this strategy in different subjects. The process of solving problems combines the skills of sequencing, predicting outcomes, determining the main idea, classifying information, formulating theories, and synthesizing information.	analyzing, synthesizing, evaluating analyzing analyzing comprehending	A. Give students a hypothetical situation, such as: "You have a project that is due Friday morning. It is not finished. Your best friend asks you to go somewhere you really want to go on Thursday night." Have them describe possible solutions to the problem. B. Have students develop and use a sequential plan for completing a report. C. Have students write the steps needed to develop a computer program in connection with computer classes. D. Have students follow complex written directions for class assignments. Example: An origami (Japanese) paper figure.	BSF Reading 72312	

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will: 1.07 exhibit inductive reasoning.	Inductive reasoning is a thinking process through which specific pieces of information are used to reach a general conclusion. The skills of drawing conclusions, making inferences, recognizing misleading statements, making judgments, and recognizing relevant information are all elements of inductive reasoning.	analyzing, synthesizing, evaluating	A. Give students information about good study habits and a situation such as: (1) A student comes home from school and works on homework assignments, completing them by 5:30 p.m. Then the student makes plans to visit a friend later that evening. (2) Another student decides to watch television with a friend after school until 7:00 p.m. This student arrives home at 8:30 after meeting some other friends for a hamburger. It is 9:00 p.m. before this student begins homework assignments. Using the list of good study habits, have students evaluate the study habits of these two students and draw conclusions about these habits.	BSF Reading 72132
		comprehending	B. Have students list ways they infer certain things from parents, teachers, and friends without being told. Have some students role-play incidents and other students make inferences about the situations.	
		analyzing, evaluating	C. Have students examine a collection of "letters to the editor" related to current issues of local concern. Have the students locate misleading statements and explain.	

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.08 determine cause and effect.	Things generally happen for a reason or as a result of another event. The initial action is the cause; the final action is the effect. Students at this age are developing the ability to consider a variety of causes and effects, including the underlying cause. As a part of instruction, students should consider how a knowledge of cause/effect relationships can be useful in their studies and personal lives. They may find it helpful to discuss the steps they follow in this form of thinking. In language arts, students will be asked to differentiate between certain types of causes. They also will look at the conditions that led to certain events and conditions in social studies. The ability to identify cause and effect helps students predict outcomes. Students should be reminded that there is not always only one right answer.	analyzing	A. After a study of stress, have students list the helpful and harmful effects that may result from it.	He. 761F1, 761F2	
		analyzing	B. Use an angry tone of voice in giving students an assignment. At a later time, give the same directions in a pleasant, supportive manner. Have students discuss the effects of the contrasting manners of making an assignment.		
		analyzing	C. Have students determine the influence of age, sex, and socio-economic level upon the frames of reference of characters in a selection.	BSF Reading 72122	
		analyzing	D. Have students determine if certain events were caused by man, nature, or the supernatural. Examples: floods, radioactive fallout, gunshot wounds.	BSF Reading 72122	

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.09 evaluate the validity of information.	Certain conditions must be true in order for information (conclusions) to be valid. Students must learn to examine circumstances and conditions before accepting information as valid. This skill is especially important when evaluating the appropriateness and dependability of evidence or the soundness of sources. This skill is important in judging whether or not an analogy is good.	evaluating	A. Give students a series of situations, and have them decide which type of evidence (eyewitness account, expert opinion, practical experience) would be most appropriate. Examples: An automobile accident, a high fever, and learning to swim.		
		evaluating	B. Present students with conflicting accounts of an event. Have them evaluate each point of view and decide which they would support.		
		evaluating	C. Have students determine whether specific sources are up to date, whether they give sufficient information, and whether the author should be believed.	BSF Reading 72132	
		analyzing, evaluating	D. Have students discuss common generalizations they use such as "He's a mean teacher," or "She's conceited." Have them consider the validity of the generalizations in reference to the information on which they are based.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.10 use analogies to describe relationships.	An analogy is a comparison between two things. To decide whether an analogy is good, students must think about the way things are alike and ask themselves whether or not the similarities justify the conclusion. Using analogies is another facet of inductive reasoning. Analogies go beyond comparing words to comparing situations and events.	analyzing	A. Provide written exercises in which students supply the second part of analogies. Example; Light is to dark as _____ is to _____.		
		analyzing	B. Have students share experiences they have had to see if they can form analogies. Example: John has always received good grades on projects if he was allowed to choose the topic. He is about to turn in a project on a topic he chose. What will his grade probably be? Why?		
1.11 exhibit deductive reasoning.	Students at this age are developing the ability to reason deductively. When people reason deductively, they start with an idea which is global in nature. Then they test that idea in a variety of situations and narrow the impression to form a conclusion which they believe is accurate. Students should begin by formulating an idea which they think may be true. Then they should establish ways to test the idea. Finally, they should adjust the initial impression in accordance with the results of their tests.	applying, analyzing	A. Tell students the school is considering a rule preventing upper grade students from talking on the phone with their friends during the week to help improve work in school. Ask them to examine the positive and negative aspects of this rule and then determine if it is a good idea.		
		applying, synthesizing	B. Have students formulate an idea for a rule. Ask them to examine the positive and negative aspects of adopting the rule and then determine if the rule is a good idea.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.12 identify inconsistencies in logic.	Inconsistencies in logic include, but are not limited to, understatement (playing a matter down), overstatement (exaggerating an idea), and contradicton (making a statement which disagrees with itself). Examples:	analyzing	A. Give students a list of statements and have them decide which inconsistency in logic is illustrated.		
	He's so skinny a puff of wind would blow him away. (overstatement)	analyzing	B. Have students bring various newspaper editorials about a current issue to class. Discuss and compare these to help students find inconsistencies in logic.	BSF Reading 72132	
	Picasso was a pretty good artist. (understatement)				
	He ate so much that he was always hungry. (contradiction)				

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 generate original ideas.	Brainstorming is a technique which encourages students to produce ideas which are related to a specific problem. The ideas are spontaneous and not initially evaluated. Brainstorming frees the mind to allow a student's original ideas to emerge. The best ideas are then refined and used as the basis for compositions, discussions, or projects.	synthesizing	A. Have students brainstorm ways to use and promote the use of solar energy. Include all industries where solar energy could be a relevant source of energy. Group the students, and let them decide a particular industry where solar energy could be utilized. Have them redesign some product or aspect of that industry to accommodate solar energy.	S.S. 741E1, 741I1 Sc. 754O5	
		synthesizing	B. Encourage students to use brainstorming as the initial stage of a class project.		
1.02 elaborate on an idea.	This objective encourages students to complete or elaborate on an existing idea in a creative way. Brainstorming can be used as part of the elaboration process.	synthesizing	A. Ask students to describe the possible uses of an existing piece of furniture, elaborating on the function it normally serves.		
		synthesizing	B. Have each student put an idea down on paper. Have all students pass the ideas to other students, and have them elaborate on the ideas they receive. Repeat the process as many times as necessary or preferred, and have students share the results. Example: A car is on the street. A green car is on the street. A green car is next to a tree on the street.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 735B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.03 use figurative and/or colorful language.	Students can describe things, events, or emotions in original ways by creating similes (comparing with "like" or "as" - "She's mad as blazes.") and metaphors (comparing without "like" or "as" - "Life is a dream.") and using personification (giving human qualities - "The deep-voiced, neighboring ocean speaks.") and hyperbole (exaggeration - "I'll never finish!"). This process involves the creation of images in the mind of the speaker which are transmitted in original ways to the listener or reader. Puns or plays on words, are created by using words with multiple meanings in humorous or ironic ways. Example: A censor sticks his nose in other people's business.	describing, speaking describing synthesizing analyzing, synthesizing	A. Have students describe orally a projected scene or displayed picture using figurative language. B. Have students describe objects or events using figurative language. C. Have students create tall tales for written and/or oral presentation. D. Have students look for examples of puns in the READER'S DIGEST feature, "Toward More Picturesque Speech," or in joke books or magazines for young people. Have students create a "Pun Bank" by finding examples and creating originals.	BSF Reading 72403 BSF Reading 72403	

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 736A1.00 To understand the role of skilled listening in the information gathering process

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 listen actively.	Active listening is purposeful. Students should be provided with a method such as TRACK (think, review, pay attention, concentrate, keep up) to apply in listening situations.	applying	A. Have two students role-play a telephone conversation in which one student takes a message. Have all students take the message and compare results.		
		applying	B. Have students in pairs give each other directions to their homes. The students are to draw maps of how to get to their partners' homes.		
1.02 listen for specific information.	Students must learn to tune out unnecessary distractions, visualize the message, and take notes when necessary.	applying	A. Read passages to students after giving them a listening task. Example: students are to describe a character after hearing a passage.		
		applying	B. Have students listen to news programs to obtain assigned information. Examples: tomorrow's temperature, a court decision, stock information.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 736B1.00 To understand the role of skilled listening when analyzing, interpreting, and judging information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use verbal and non-verbal clues to determine meaning.	Intonation (stress, pitch, and juncture) and facial expressions give clues about meaning.	applying	A. Have students read several sentences aloud. Have them vary the intonation patterns, and have other students describe the effect on the meaning of the words.	BSF Reading 72101	
		applying	B. Provide students with pictures or illustrations, and make a statement which has an obvious intonation pattern. Have students match the expressions to pictures. Example: picture - an excited child; statement - "Mom! We won!"		
1.02 evaluate claims and opinions.	Critical listening involves asking questions about what is heard and looking for proof of statements which are made. Students need to identify the speaker's purpose, identify the claims or opinions stated, and listen for supporting facts and details. Students should recognize propaganda techniques such as loaded words, name-calling, testimonials, and snob appeal. (See Terminal Objective 735A1 for definitions.)	evaluating	A. Have students bring in the words of a favorite television commercial or show students a videotape of a commercial. Have students make and answer questions about the commercial and evaluate the truth of its claim.		
		evaluating	B. Give students a list of opinions or claims such as, "A vote for me is a vote for better government," and ask them to decide why facts or evidence is needed.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 736C1.00 To develop an appreciation of literature through the use of listening skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 recognize the effect of rhyme and rhythm in poetry.	Rhyme and rhythm are devices which give form and beauty to poetic passages and help the listener visualize and understand the poet's message. Students should identify in particular alliteration and onomatopoeia.	evaluating	A. Read poetry selections to the class, having them listen for specific rhyme and rhythm patterns and poetic sound devices. Have students discuss the effect of these patterns on the poet's purpose or on the meaning of the selection. Have the students note differences among the selections read.	BSF Reading 72405 72406	
		comprehending	B. Have students discuss the effect of rhyme and rhythm and sound devices in songs they like. Have them consider whether they prefer rhymed or unrhymed songs and which rhythmic patterns are most popular.		
1.02 listen to a variety of literature.	Literature should include stories, plays, novels, poetry, and non-fiction from books, tapes, films, filmstrips, records, and storytellers.	listening	A. Set aside some time (at least five to ten minutes) for reading aloud every day. Introduce students to award-winning and worthwhile literature.		
		listening	B. Maintain a Listening Center in the classroom for individual or small group work.		
		listening, observing	C. Invite professional storytellers to visit the class and have students listen and respond to them.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 736D1.00 To understand how to evaluate personal listening skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 appraise personal listening skills.	Awareness of one's personal listening skills permits periodic self evaluation and skill enhancement. Active listening skills include the ability to concentrate, the use of memory techniques such as visualization and repetition, the ability to take notes when necessary, and the ability to distinguish the main idea from supporting details.	evaluating	A. Have students rate themselves from a checklist of listening skills prepared by the teacher. Example: 1. My memorization ability needs to be improved. ____ Yes ____ No 2. I can readily identify the main ideas in an oral presentation. ____ Yes ____ No 3. I can recall details given in instructions or directions. ____ Yes ____ No 4. I can listen critically when others are speaking. ____ Yes No ____, etc.		
		evaluating	B. Have students select persons they consider to be good listeners. Have them list the characteristics of those persons which make them good listeners. Compile a class list of the characteristics of good listeners, and have students assess their own listening traits using the list.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 737A1.00 To understand the relationship between vocabulary development and effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 use expanded vocabulary to enhance oral communication.	Communication is the transmission of ideas. A small vocabulary limits effective communication. The use of synonyms, descriptive phrases, and more precise words increases clarity of communication.	synthesizing	A. Students will take a story and retell it, substituting appropriate synonyms for nouns and modifying adjectives. Example: "The two espionage agents hurried across the tarmac." "The two spies ran across the runway."		
		comprehending, synthesizing	B. Have students read aloud descriptive paragraphs they have written. Have other students draw pictures of the scene described. Have students discuss the drawings and ways they could make their descriptions more vivid and precise. Repeat the exercise.		
		applying, synthesizing	C. Have students bring unusual objects to class. Have them break into small groups and pass the objects from one student to another. Each student will orally describe each object in a new or different way.		

LANGUAGE ARTS - Grade 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 737B1.00 To understand effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 Identify effective oral communication skills.	Effective oral communication depends to a large degree on clarity of expression, correct breathing, careful pronunciation, and supportive gestures. Non-verbal language includes crossed arms, leaning, and facial expressions.	demonstrating knowledge	A. Have students play "Gossip." One student whispers a sentence in another student's ear; that student whispers it to another, and so on, until every student in the class has heard the sentence. Compare the last sentence to the original sentence, and discuss the importance of speaking clearly.		
		comprehending	B. Show students a videotape or film of an effective speaker. Have students list the factors which made the speaker effective.		
		analyzing	C. Have students observe a speaker either in person or on a television program and notice non-verbal language used by the speaker in the presentation. Then have students orally describe and demonstrate to the class those observations.		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 737C1.00 To demonstrate effective self expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 plan how to open and close casual conversations.	Knowing how to open and conduct a conversation is an important life skill. Have students pay special attention to opening remarks which attract the other's interest, to supplementary remarks which will enhance communication, and to closing the encounter.	synthesizing	A. Have students role-play situations such as the following: 1. Two pedestrians meet crossing the street and talk about a recent weather event. 2. A druggist will describe a product to a customer. 3. You are introduced to the guest of honor at a banquet. 4. You ask a friend to go to the ball game with you.		
1.02 prepare and give an oral presentation.	Preparing a speech involves gathering information, organizing details, writing note cards, and preparing necessary visual aids. Delivering an effective speech requires using an interesting opening, remaining poised, looking at the audience, and having a memorable closing. Include demonstrative and persuasive speaking.	synthesizing synthesizing	A. Have students present brief "how-to" speeches on topics such as baking a cake or buying a pair of shoes. B. Have students present brief talks on special memories or events in their lives. They should include "when, where, what, why, who, and how."		

LANGUAGE ARTS - GRADE 7

SUBJECT AREA: Thinking and Expression

GOAL: 73000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 737D1.00 To understand correct usage of grammar in oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 assess problems of agreement and usage in oral communication.	Correct use of grammar in oral communication permits precise communication of ideas and information. Problems of verb/subject and pronoun/antecedent are very common.	analyzing	A. Assign students to listen to radio announcers, TV shows, and public speeches for incorrect usage. Have students collect examples and share them with the class and determine what the correct application should have been.		
		synthesizing	B. Have students tape record themselves speaking at home. Provide them with checklists of items to look for, and have them listen to their tapes and evaluate their own usage. This activity should be repeated at intervals as different items of grammar are being studied or different speaking assignments are being made.		